



Bell's Crossing Elementary School

804 Scuffletown Rd.
Simpsonville, SC 29681

Grades	K-5 Elementary School	
Enrollment	1,181 Students	
Principal	Christopher Ross	864-355-3800
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD



RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

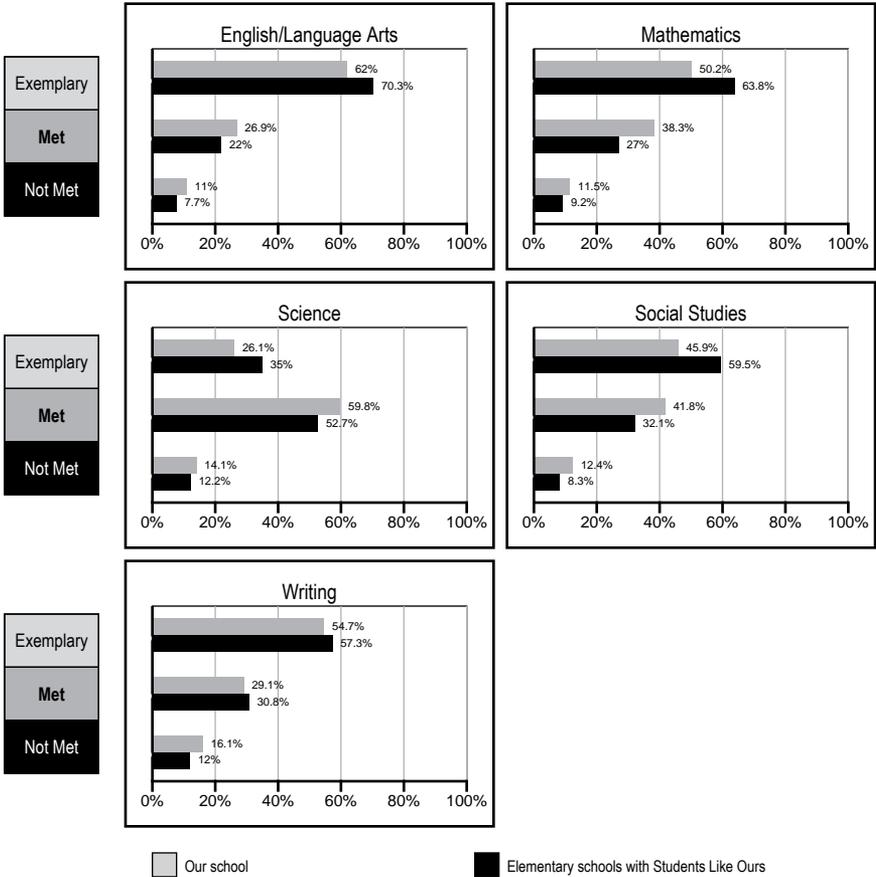
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	0	0	0	0

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,181)				
First graders who attended full-day kindergarten	96.2%	Down from 97.7%	100.0%	100.0%
Retention rate	0.4%	Down from 0.5%	0.7%	1.0%
Attendance rate	97.7%	Up from 97.3%	97.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	63.5%	Down from 64.5%	67.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	93.4%	Up from 93.0%	89.4%	88.7%
Teacher attendance rate	95.3%	Up from 94.8%	95.4%	95.1%
Average teacher salary*	\$48,029	Up 0.7%	\$49,392	\$47,210
Professional development days/teacher	8.2 days	Up from 7.1 days	9.3 days	10.5 days
School				
Principal's years at school	10.0	Up from 9.5	6.0	4.0
Student-teacher ratio in core subjects	22.9 to 1	Down from 24.0 to 1	21.4 to 1	20.0 to 1
Prime instructional time	91.6%	Down from 92.2%	92.3%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$4,943	Down 2.8%	\$6,307	\$7,247
Percent of expenditures for instruction**	69.7%	Down from 69.9%	69.7%	68.2%
Percent of expenditures for teacher salaries**	69.0%	Up from 68.8%	69.0%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Bell's Crossing is in its tenth year of implementing the Baldrige model, a data driven process for growth. The Baldrige model provides a framework incorporating the philosophy of total quality education management, which consists of leadership, customer focus, systems thinking, and teamwork. All students maintain data notebooks to chart and graph their progress. We are proud of numerous areas in which we have grown this year. There are fourteen NBCT teachers on staff and all teachers and paraprofessionals are Highly Qualified. Teachers participate in professional growth opportunities each year, present at conferences, and work collaboratively to ensure a consistency of learning across and within the grade levels. One staff member was recognized as the Emerging Teacher of the Year. Community involvement and outreach continue to grow through family nights, parenting workshops, our mentoring program, and a multitude of volunteer opportunities supported by over 900 volunteers in our PTA. All parents attend conferences during the year and are involved in their child's education. Our school earned an Absolute Rating of Excellent and a Growth Rating of Excellent, resulting in a Palmetto Gold Award. We are proud of the gains our students have made on standardized tests, attributable in part to our use of technology throughout the school. We have addressed improvements in math by offering morning tutorial sessions. Balanced Literacy has been implemented to improve reading achievement. Promethean boards have been installed in 100% of our classrooms this year. Student work is displayed at the district and state levels. The school has a proven history of being a model for leadership. All students are provided leadership opportunities through Student Council, Peer Tutors, Bell's Buddies and other in-house programs. Character education is taught throughout the school as the staff strives to educate the whole child and serve as role models for our students. Our Guidance Department received the SC State School of Character Award as well as the National Schools of Character Award based on Stephen Covey's 7 Habits. Fine Arts education is promoted through school productions, PTA Reflections contest, and other events. The School Improvement Council is active, monitors the school goals, and serves as an advisory board with inputs on budgets and improvements. The SIC also serves as the Guidance Steering Committee. We are continuing to ensure that our environment is supportive of learning with a positive school climate and discipline policy, keeping our facility as clean as possible. Other areas of opportunity for next year are to improve achievement for our Farms and special education students. We will seek to provide more differentiation across the curriculum as we implement the common core standards. Our staff and students are seeking ways to "go green." We will strive to become more diverse in our curriculum integration as well as staffing.

Barbara A. Barlow, Principal

Mrs. Stacy Daniel, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	221	108
Percent satisfied with learning environment	100.0%	90.5%	92.5%
Percent satisfied with social and physical environment	98.4%	91.3%	95.3%
Percent satisfied with school-home relations	98.4%	90.4%	89.8%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	89.6
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Bell's Crossing Elementary School school has been designated as a:

- Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- Title I Priority School – one of the 5% lowest performing Title I schools.
- Title I School – does not qualify as Reward, Focus or Priority School.
- Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.7%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	683.5	670.1	645.1	654.0	100.0	100.0
Male	680.1	673.6	644.8	660.7	100.0	100.0
Female	687.5	666.0	645.5	645.8	100.0	100.0
White	688.5	674.9	652.2	656.0	100.0	100.0
African American	654.3	649.1	618.7	641.2	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	668.5	647.4	616.2	652.5	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	622.3	607.6	595.2	614.6	100.0	100.0
Limited English Proficient	671.4	658.0	627.2	657.8	100.0	100.0
Subsidized meals	657.8	642.8	621.7	631.4	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	196	100	5.8	24.2	70	94.2
	4	231	100	11.7	32.4	55.9	88.3
	5	223	100	7.8	37	55.3	92.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	189	100	8.3	15	76.7	91.7
	4	195	100	7.9	31.7	60.3	92.1
	5	226	100	15.8	32.6	51.6	84.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	196	100	14.7	31.6	53.7	85.3
	4	231	100	11.3	43.2	45.5	88.7
	5	223	100	9.6	36.1	54.3	90.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	189	100	11.7	28.9	59.4	88.3
	4	195	100	9.5	45	45.5	90.5
	5	226	100	13.1	40.3	46.6	86.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	98	98	27.1	47.9	25	72.9
	4	231	100	16.2	63.1	20.7	83.8
	5	112	99.1	10	55.5	34.5	90
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	94	98.9	15.6	45.6	38.9	84.4
	4	195	100	12.2	72	15.9	87.8
	5	114	100	16.1	50.9	33	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	98	98	8.6	35.5	55.9	91.4
	4	231	100	12.2	44.1	43.7	87.8
	5	111	99.1	10.2	36.1	53.7	89.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A	N/A
2012	3	95	97.9	16.7	38.9	44.4	83.3
	4	195	100	7.9	48.1	43.9	92.1
	5	112	100	16.5	33	50.5	83.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	223	100	7.3	34.7	58	92.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	228	99.6	16.1	29.1	54.7	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A	N/A

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